MASSACHUSETTS STATE NORMAL SCHOOL AT . . . WESTFIELD, MASS.

ESTABLISHED IN 1839

CATALOGUE FOR THE YEAR ENDING JUNE 25, 1902

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WESTFIELD, MASS.

ESTABLISHED IN 1839.

CATALOGUE AND CIRCULAR OF INFORMATION FOR THE YEAR ENDING JUNE 24, 1902.

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NEW NORMAL SCHOOL BUILDING.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

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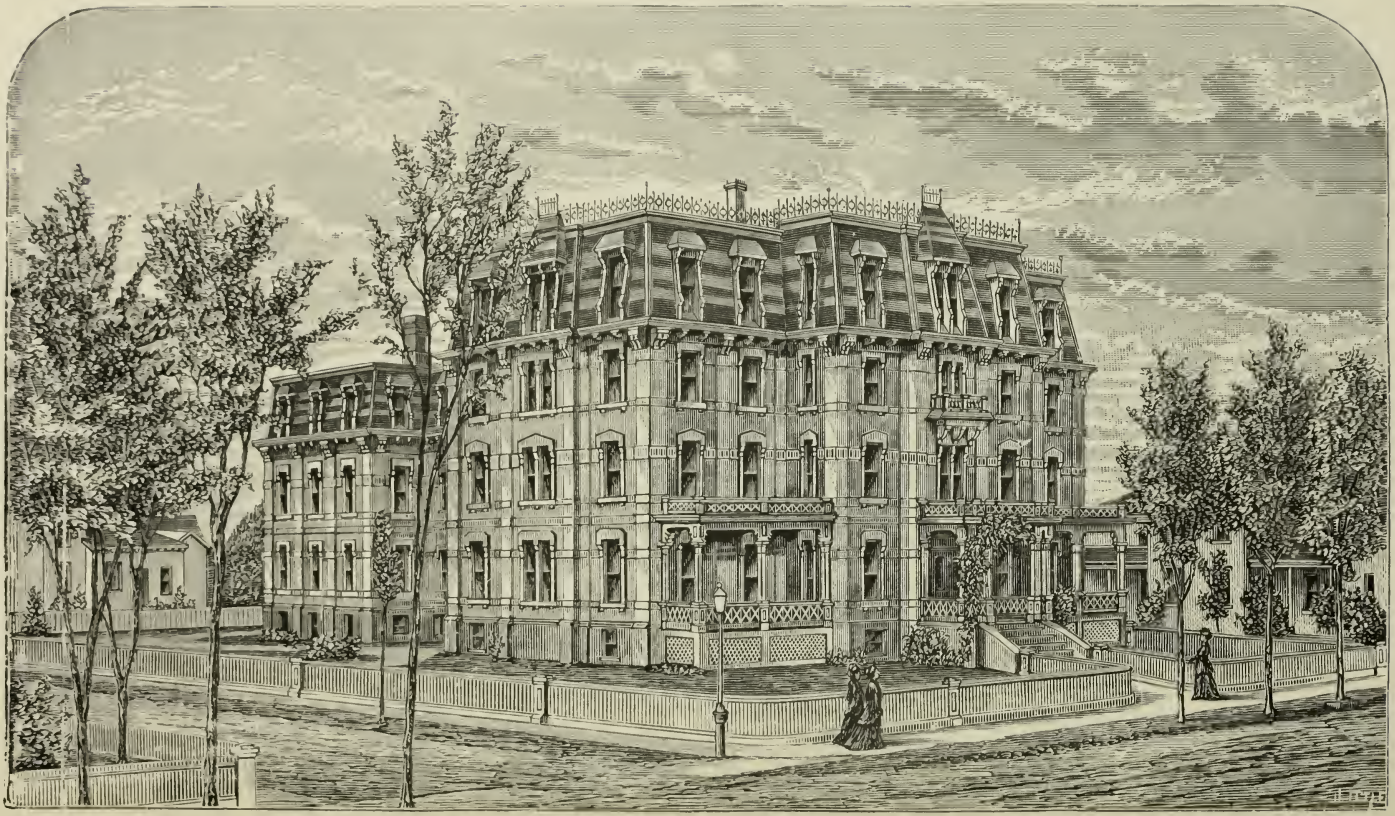

NORMAL HALL.

INSTRUCTORS.

NORMAL SCHOOL.

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GEORGE W. WINSLOW, Principal.

ALICE M. WINSLOW,	*Ninth grade.*
LOUISE WELLMAN,	*Ninth grade.*
ANNA M. DOWNEY,	*Eighth grade.*
MARION R. WINKLEY,	*Eighth grade.*
JENNIE E. STODDARD,	*Seventh grade.*
ELLA J. DOWNEY,	*Sixth grade.*
EDITH M. ROBBINS,	*Sixth grade.*
E. ABBE CLARK,	*Fifth grade.*
FRANCES L. PARSONS,	*Fifth grade*
FLORENCE S. WILEY,	*Fourth grade.*
FRANCES L. FOSTER,	*Third grade.*
FLORENCE P. AXTELLE,	*Third grade.*
MARGARET C. DOHERTY,	*Second grade.*
EUNICE M. BEEBE,	*First grade.*
EMMA L. HAMMOND,	*Kindergarten.*
ELIZABETH C. JARROLD,	*Kindergarten.*

WESTFIELD NORMAL SCHOOL.

HISTORICAL SKETCH.

With the single exception of the Framingham Normal School, which was first opened at Lexington July 3, 1839, the Westfield Normal School is the oldest in America. It was established at Barre, Sept. 4, 1839, and was transferred to Westfield in 1844. The total number of pupils admitted to this school is 4,394, of whom 493 have been men. Since 1855, the date of the first formal graduation, 1,699 students have received diplomas on the completion of the prescribed course of study.

LOCATION.

Westfield, a beautiful town of more than 12,000 inhabitants, is located on the main line of the Boston & Albany Railroad, and on the Northampton division of the New York, New Haven & Hartford Railroad. Springfield is distant but nine miles, Holyoke ten, Chicopee twelve, and Northampton sixteen. Electrics run from the railroad stations past the school and connect Westfield with Springfield and Holyoke. The service is excellent, and the program of recitations is so arranged that most pupils residing in adjoining cities and towns can live at home without detriment to their school work.

Westfield is noted for its fine streets, overarched by stately elms, and for the beauty of the surrounding country. Facilities for healthful exercise, as well as for the out-door study of geography and natural science, are abundant.

BUILDINGS AND GROUNDS.

The normal school building was occupied for the first time April 18, 1892. It is a beautiful and commodious structure of red brick, with trimmings of brown stone and Romanesque portals, is 140 feet long and 118 feet deep, and contains accommodations for 175 normal students, as well as for 170 pupils of the training schools.

The entire building is finished in the best selected quartered oak. The chemical, physical, geological and mineralogical, and biological laboratories are liberally supplied with the best of modern apparatus and appliances and with an abundance of specimens for study.

The art room affords excellent opportunities for training in drawing. In addition, several well-lighted studios, plentifully supplied with casts, models, and copies, are available for individual work.

Adjoining the main assembly hall is a convenient library of well-selected books for use in all departments of the work of the school.

The sloyd room is equipped with nineteen benches and with all tools and material necessary for instructing normal students in a most comprehensive course of manual training for elementary schools.

The gymnasium is large and well lighted, and is provided with all apparatus for class work as well as for individual exercise.

In a word, no school building in the State has a more complete equipment for preparing teachers to fill positions in the best of modern schools.

The ample grounds adjoining the school afford opportunity for lawn tennis, basket-ball, and for general exercise.

Normal hall is a pleasant and comfortable dormitory and boarding hall, located near the school building, and containing accommodations for about 100 students. A fuller description may be found on page 32, under the caption "Normal Hall."

TRAINING SCHOOLS.

In the normal school building are six rooms, accommodating 150 pupils of the first three grades of the public schools and a kindergarten of 50 children.

The State has erected a new training school building, at a cost of $45,000, on the site of the old normal school on Washington Street, within a stone's throw of Normal Hall. This building contains ten class-rooms, with ample accommodations for 450 children from grades four to nine inclusive, a large library, principal's office, teachers' room, an assembly hall with seats for 500, play-rooms, bicycle room, and is furnished with an electric time service, thermostatic heat control, and a liberal equipment for the teaching of geography and nature study.

There are available for training purposes, in both buildings, 16 rooms, containing more than 600 pupils.

The pupils of the senior class of the normal school are divided into three sections, each section devoting the entire time of one term of thirteen weeks to observation and teaching in the training schools under expert supervision. No ampler provision for training teachers for the actual work of their profession has been made by any normal school in the country.

GENERAL AIM OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State normal schools, as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

All candidates for admission to any one of the normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher.

They must present certificates of good moral character and give evidence of good intellectual capacity, and must be graduates of high schools whose courses of study have been approved by the Board of Education, or must have received, to the satisfaction of the principal and the Board of Visitors of the school, *the equivalent of a good high school education;* and they must, unless college graduates, pass satisfactory written and oral examinations.

They must also declare their intention to complete the course of study in this school, if possible, and afterward to teach in the public schools of Massachusetts.

Until further notice the examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2, and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (*five papers with a maximum time allowance of eight hours*).

I. *Languages.* — (*a*) English, with its grammar and literature, and (*b*) one of the three languages, Latin, French, and German.

II. *Mathematics.* — (*a*) Arithmetic, (*b*) the elements of algebra and (*c*) the elements of plane geometry.

III. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Sciences.* — (*a*) Physical geography, (*b*) physiology and hygiene, (*c*) physics, (*d*) botany and (*e*) chemistry.

V. *Drawing and Music.* — (*a*) Elementary, mechanical, and freehand drawing, with any one of the topics — form, color, and arrangement, and (*b*) musical notation.

A reasonable allowance for equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching is taken into account in the determination of equivalents.

Oral Examinations.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidence of qualification that might not otherwise become known to the examiners. Any work of a personal, genuine, and legitimate character that the candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

ASSEMBLY ROOM.

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered, or work done, with the usual accompaniments, of diagrams, observations, and conclusions.

3. Any essay or article that presents the nature, successive steps, and conclusion of any simple, personally conducted investigations of a scientific character, with such diagrams, sketches, tables, and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, extracts, analyses, or other written work that involves study in connection with the literature requirements of the examination.

Special Directions.

I. Languages.

(*a*) *English.* — The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. While candidates are strongly advised to study, either in school or out, all the works given in this plan, the topics and questions will be so prepared, until further announcement, that the candidates may expect to meet them who have mastered *half* of the works assigned for reading (or a bare majority of them), and *half* of the works assigned for study and practice, the selection to be at the candidates' option, or that of the school which they attend.

No candidates will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom, or division of paragraphs.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidates will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidates from a considerable number — perhaps ten or fifteen — set before them in the examination paper. The treatment of these topics is designed to test

the candidates' power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, candidates may present exercise books, properly certified by their instructors, containing compositions or other written work done in connection with the reading of the books. The books set for this part of the examination will be : —

1902. — Shakespeare's *Merchant of Venice;* Pope's *Iliad*, Books I., VI., XXII. and XXIV. ; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

1903, 1904 and 1905. — Shakespeare's *The Merchant of Venice* and *Julius Cæsar; The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Carlyle's *Essay on Burns;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

The conference on uniform entrance requirements in English recommends that " in preparation for this part of the requirement it is important that the candidate shall have been instructed in the fundamental principles of rhetoric."

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form, and structure, and will also test the candidates' ability to express their knowledge with clearness and accuracy. The books set for this part of the examination will be : —

1902. — Shakespeare's *Macbeth;* Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

1903, 1904 and 1905. — Shakespeare's *Macbeth;* Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

The conference on uniform entrance requirements in English recommends that, " in addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong."

For the assistance of schools preparing candidates for the normal school, the following recommendations of the conference are suggested: —

(1) That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

(2) That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

(3) That where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence-structure be offered throughout the high school course.

(4) That a certain amount of outside reading, chiefly of poetry, fiction, biography, and history, be encouraged throughout the entire school course.

(5) That definite instruction be given in the choice of words, in the structures of sentences and of paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high school course.

(6) That systematic training in speaking and writing English be given throughout the entire school course. That in the high school, subjects for compositions be taken partly from the prescribed books and partly from the student's own thought and experience.

(7) That all of the books prescribed for study be taught with reference to —

(*a*) The language, including the meaning of the words and sentences, the important qualities of style, and the important allusions.

(*b*) The plan of work, *i.e.*, its structure and method.

(*c*) The place of the work in literary history, the circumstances of its production, and the life of its author.

That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

(*b*) *One only of the three languages, Latin, French, and German.* — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. Candidates are earnestly advised to study *Latin* and either *French* or *German*.

II. Mathematics.

(*a*) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(*b*) *Algebra.* — The mastery of any text-book suitable for the youngest class in the high school, through cases of affected quadratic equations involving one unknown quantity.

(*c*) *Geometry.* — The elements of plain geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will for the present be accepted, candidates are advised, so far as practicable, to do original work both with theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

III. History and Geography.

Any school text-book on United States history will enable the candidates to meet this requirement provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

IV. Sciences.

(*a*) *Physical Geography.* — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(*b*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics, and stimulants upon those addicted to their use.

(*c*), (*d*) and (*e*) *Physics, Chemistry and Botany.* — The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or some of them, with the aid of laboratory methods, is earnestly recommended.

V. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics — form, color and arrangement.

(*b*) *Music.* — The elementary principles of musical notation, such as any instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

Copies of recent examination papers may always be obtained from the principal.

It may be said, in general, that if the ordinary work of a good statutory high school, as defined by section 2, chapter 496 of the Acts of 1898, is well done, the candidates should have no difficulty in meeting any of the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four-years course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship, and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners of their fitness.

Candidates are requested to present at the time of examination a certificate of their standing in scholarship and in conduct, signed by the principal of the school from which they come.

PHYSICIANS' CERTIFICATES AND PHYSICAL EXAMINATIONS.

Every candidate is required to present a certificate from a reliable physician, stating that he or she is physically fitted to undertake the contemplated course of study, and giving information as to any physical weakness the candidate may have.

The Board of Education, at its meeting on March 7, 1901, adopted the following vote, and ordered it to be printed in the catalogues of all the normal schools: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

DATES OF ENTRANCE EXAMINATIONS.

The first examination in 1902 will be held at 9 A.M., on Thursday and Friday, June 26 and June 27, at the normal school.

The second examination in 1902 will be held at 9 A.M., on Tuesday and Wednesday, September 9 and September 10, at the normal school.

Candidates are requested to present themselves, if possible, at the first examination.

DIVISION OF ENTRANCE EXAMINATIONS.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

(1) Mathematics.
(2) History and geography.
(3) Sciences.
(4) Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

has been a pupil in for years and is, in my judgment, prepared to pass the normal school preliminary examination in the following group, or groups, of subjects and the divisions thereof: —

Signature,
Address,

SLOYD ROOM

GYMNASIUM.

2. The group known as *I. Languages* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *IV. Sciences* should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible; but it is important both for the candidate and the normal school that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school, and to such classes only as the candidate is qualified to join.

COURSES OF STUDY.

This school offers a general two-years course, a three-years course, a special course of one year for college graduates, a kindergarten course, and a special course for teachers.

I. General Two-years Course.

The general course of study for two years comprises the following subjects: —

1. Psychology, history of education, principles of teaching, methods of instruction and discipline, school organization, school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(*a*) English, — reading, language, composition, literature, history.

(*b*) Mathematics, — arithmetic, book-keeping, elementary algebra, and geometry.

(*c*) Science, — elementary physics and chemistry, geography, physiology and hygiene, study of minerals, plants and animals.

(*d*) Drawing, vocal music, physical training, manual training.

3. Observation and practice in the training school, and observation in other public schools.

For a more detailed account of this course, see page 19.

II. Three-years Course.

The Board of Visitors and the principal of any normal school may arrange for a third year of study and practice in teaching under supervision for its graduates, whenever in their judgment such action is desirable. The object of this course shall be a more complete mastery of the topics arranged for the regular two-years course and further work in the training schools; this work in the training schools shall be under the direct supervision of a teacher of the normal school or of a teacher specially approved for that purpose.

III. Special Course of One Year for College Graduates.

Graduates of colleges and universities, and graduates of high schools of a high grade and standing who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the general two-years course of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

IV. Kindergarten Course.

The kindergarten course requires two years for its completion. The first year's work is the same as that of the general two-years course, except that child study and history are substituted for English grammar and geography. During the second year the pupil spends all her mornings in the practical work of the kindergarten, and her afternoons in the study of the theory and the history of the kindergarten.

Every candidate for this course should have not only the qualifications required for admission to the general two-years course, but should in addition have some facility in playing the piano and in singing.

Students pay the cost of materials used by them, but this expense does not exceed ten dollars for the course.

V. Special Courses for Teachers.

Teachers of three years' experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course which may be completed in one year; and when such course is successfully completed, they shall receive a certificate for the same.

NOTE.

Experienced observers of public-school problems are agreed that the high schools can no longer furnish employment for all college graduates who wish to teach. *An increasing number of such graduates must hereafter find their work in the grammar schools.* It is for this class especially that Course III. has been planned.

The course is entirely professional, including psychology, history of education, science and art of teaching, school organization, school discipline, school laws of Massachusetts, methods of instruction adapted to pupils in grammar schools, and a close study of the model schools and of the best schools of the vicinity.

GENERAL PLAN OF TWO-YEARS COURSE.

In connection with all subjects that the graduate is expected to teach, tentative courses of study for lower schools and lists of helpful text-books and of collateral reading are furnished to each pupil.

No mere outline can accurately represent the spirit and method of a school. The following topical arrangement should be understood as only suggestive: —

Psychology.

(*a*) *Elementary Psychology.* — A study of the less complex intellectual, emotional, and volitional activities, with special reference to the cultivation of each. The subjects are approached inductively, and the students are led to observe the operations of their own minds and to analyze and group their observations. A study

is made of Halleck's *Psychology and Physic Culture*. A special feature of this course is a study of the reminiscences of the members of the class. This gives practice in the study of subjective mental phenomena, and deepens and broadens the students' concepts of the subjective states of childhood. (*Junior Year: First and Second Terms.*)

(*b*) *Physiological Psychology.* — A study of the brain and central nervous system, and of the origin, kinds, quality, duration and development of sensation, together with more detailed studies of attention, perception, memory, imagination, thinking, emotions and will. James's *Psychology* (briefer course), Ziehen's *Physiological Psychology*, J. Mark Baldwin's *Elements of Psychology*, Sanford's *Experimental Psychology*, Titchener's *Outlines of Psychology*, Wundt's *Outlines of Psychology*, and Halleck's *Education of the Central Nervous System* serve as a basis of the work. The larger works by James, Ladd, Wundt, J. Mark Baldwin, Külpe, Bain, Sully, Ribot, Donaldson, and Carpenter are used as reference guides. (*Junior Year: Third Term.*)

(*c*) *Psychology of Childhood.* — A study of the physical, intellectual, and moral development of young children. The work consists of observations of individual children, of statistical studies on data concerning the development of the senses, attention and fatigue, perception, memory, imagination, the emotions, the social and moral responsibility, the growth of children, and the care and training of defective children; and of a study of the writings of Preyer, Perez, Sully, Compayré, Hall, Barnes, Baldwin, Russell, Tracy, Chamberlain, Warner, Miss Shinn, and Mrs. Moore. The aim of this course is (1) to ascertain how the child-mind acts under given conditions, (2) to bring the prospective teacher *en rapport* with young and growing minds and (3) to ascertain what conclusions students of child psychology have reached that are of immediate use to those who have charge of the care and training of children. (*Senior Year: First and Second Terms.*)

History of Education.

(*a*) *History of European Education.* — Race psychology, a study of mind in its products. A study of the civilizations of Europe and the educational systems growing out of those civilizations. The course includes a historical and critical study of such educa-

tional classics as Comenius' *School of Infancy*, Montaigne's *Education of Children*, Rousseau's *Émile*, Pestalozzi's *Leonard and Gertrude*, Herbart's *Science of Education*, and Frobel's *Education of Man*, and traces the genesis of educational theories and the causes which conditioned their development. (*Junior Year: First and Second Terms.*)

(*b*) *History of American Education.* — The historical development of the American intellect. The course traces the successive ideals of the different streams of civilization, the efforts of the people to perpetuate these ideals, and the outgrowth in educational institutions. Special attention is given to the growth of the Massachusetts school system, the origin of normal schools, and history of educational associations. A study is also made of some of the earliest American contributions to the literature of pedagogy in the writings of Joseph Neef, Samuel R. Hall, James G. Carter, David P. Page, Horace Mann, and Henry Barnard. (*Junior Year: Third Term.*)

Pedagogy, School Law, and School Management.

The application to teaching of the principles developed in the course in psychology and the history of education outlined above; a study of methodology; a systematic and critical examination of the opinions of leading educators on school organization and economy; a study of the principles and art of school government both from the stand-point of the adult and of child study, with special reference also to the use of school discipline as an agency in the moral culture of the child; a discussion of the curriculum of elementary schools; the preparation on pedagogical and hygienic principles of programs for graded and ungraded schools; lectures on such portions of the school laws of Massachusetts as are needed to enable the teacher to know the rights and the duties of her profession; the theory of the proper heating, ventilating, and lighting of school-rooms, with practical suggestions for the same; frequent conferences with pupils teaching in the training schools.

Natural Science.

In all science teaching of this school a constant effort is made along three essential lines: —

First, a clear presentation of the truths and principles underlying

the science. These are learned as far as possible at first hand in the field or the laboratory, and care is taken that they are rightly comprehended.

Second, individual instruction and practice in the interpretation of these truths and in logical modes of reasoning based upon them.

Lastly and chiefly, a thorough drill in the best pedagogical methods of presenting such truths and interpretations in elementary instruction. The first two are always subordinate, being used as a necessary means to secure success in the third.

As a further help toward the same end, large additions have recently been made to the apparatus and the reference libraries, until it may be fairly said that the school is unsurpassed in point of equipment by any other of like rank.

The geological and mineralogical laboratory is equipped with a complete working collection of minerals, rocks, and fossils, and the necessary apparatus for studying them. A valuable cabinet collection is in constant use for reference and comparison. It is believed that an actual acquaintance with rocks, minerals, and organic forms is of greater value than much abstract knowledge.

The biological and physiological laboratory is furnished with excellent cabinets of preserved material, to which constant additions are being made and which are amply sufficient for individual use. It possesses, in addition, a series of charts, casts, and models illustrating human anatomy, a full set of histological preparations showing the structure and tissues of the human body, and a fine herbarium of local plants. Living material is used as far as possible, and sufficient apparatus has just been purchased to enable the students to prepare what is required for their own use, and thus to gain practical experience in the collecting, preserving, and arranging of such material.

Zoölogy. — General characteristics of animals ; a study of typical animals, considerable attention being paid to their habits, modes of life, and their uses ; these types are selected from the fauna of the vicinity, and as far as possible the home of the animal is reproduced in the laboratory, and the pupil is required to become acquainted with its habits and daily life, as well as its structure, from actual observation ; a special study of insects and birds, with reference to their economic relations ; the principles of classification. The more common species are chosen, in consequence of their adaptation to elementary instruction, and the pupils practise the best methods of presenting such nature work.

ROOM FOR BIOLOGY.

ROOM FOR MINERALOGY AND GEOLOGY.

ROOM FOR GEOGRAPHY AND LITERATURE.

Physiology. — A general outline of the subject, including the anatomy, physiology, and hygiene of the different organs and parts of the body. Special attention is given to a thorough understanding of the nervous system as a physiological basis for the study of psychology. The brain of the sheep, the spinal cord of the rabbit and pigeon, and the nerves of the frog, suitably preserved, are dissected by the students individually, and carefully compared with those of the human body in structure and function, while physiology is taught by means of simple experiments. All the anatomy is illustrated by preparations of the organs of the human body, and by a dissection of similar organs in other animals, while microscopical structure is demonstrated by means of sections which are prepared in the laboratory. The pupils assist in the work, and thus learn how to properly prepare and preserve physiological material, and how to use it for illustrating the subject in connection with models and simple experiments. Drawings and descriptions are required of essential structures.

Mineralogy and Geology. — The properties, varieties, and uses of the more important minerals, and their composition; rocks as composed of minerals; ores of the common metals; a study of the more useful industries connected with certain minerals, *e.g.*, the mining of coal, the manufacture of coal gas, of plaster of Paris, of salt, of glass, the smelting of iron, etc. The inorganic agencies now in operation upon the earth, and their influence upon its structure and on the present contour of the surface; a general study of the surrounding region; the kinds of rock found, their origin, and mode of formation; structural geology, — treating of the kinds, structure, arrangement, and composition of rocks; their importance and economic value; the influence of different organic agencies; geological formations; the geologic history of New England with special reference to Massachusetts. In this historical portion, as the Mesozoic strata are well represented in the vicinity, that period will be a subject for special study. The field work consists of excursions to available points of geological interest, and the collection and identification of at least twenty-five specimens of rocks and minerals of the region, instruction being given in their classification and arrangement. Special effort is made to correlate this work with physical geography, physics, and chemistry.

Botany. — The seed and germination; the organs of the plant, root, stem, buds, leaves; the tissues; the plant cell, protoplasm and its properties; inflorescence; a study of typical flowers, with

reference to their plan and structure; fertilization and conditions of growth; fruits; a few types of flowerless plants. Westfield is particularly rich in its flora, and much field work will be done, the pupils being required to collect, analyze, prepare, and mount their own specimens. They will also be led to interpret the form, structure, and habits of plants in their habitats, and to illustrate their work by the drawings of parts and tissues. A course of nature study for elementary schools is outlined.

Other Sciences.

Physics. — Matter and its properties; force, work, energy; classification of forces; effects of cohesion and adhesion upon the form and condition of bodies; gravity, weight, and equilibrium; the action of gravity upon liquids and gases with its consequent effects and applications; heat, magnetism, and electricity, special attention being given to elementary phenomena and their explanation. In this subject everything is taught experimentally, the pupils being required, as far as practicable, to make their own apparatus and to perform all the experiments for themselves. In furtherance of this policy, the apparatus is made as simple as possible. The pupil thus acquires not merely the material suitable for a course in physics in graded schools, but also a practical working knowledge of the methods and means to be used where the resources are limited.

Chemistry. — Physical and chemical change; the chemistry of air, oxygen, hydrogen, and nitrogen; the acid-forming elements; the common acids and alkalies; the study of a salt, with classification of salts and a table for their determination; carbon and combustion; some of the compounds of carbon, including the chemistry of common foods and drinks. Pupils are given practical instruction in glass-working and in the manipulation of simple apparatus for teaching elementary science.

Geography.

The study of geography covers two terms, and includes: —

1. A study of the structure of the world ridge and a detailed study of the structure of each of the continents, including the mountain ranges and peaks, river systems, and lakes. These are drawn in outline and modelled in relief as studied.

2. A study of geographic forces, including the movements of

KINDERGARTEN.

the earth, seasons, temperature, winds, and rainfall, with special reference to the climate of the United States.

3. The geographic distribution and economic uses of minerals, plants, and animals.

4. The study of peoples, — their mental and physical characteristics, languages, religions, governments, industries, and habitations.

5. The study of commerce, its origin, mediums of exchange, means of transport, commercial routes, aids to commerce, and the leading commercial nations, — their commercial advantages, commodities, and commercial centres.

In addition, the classes are given problems touching the adaptation of the subject-matter of geography to the capacity of children in the different school years, the correlation of geographic readings, the use of geographic pictures, maps, globes, and other teaching aids.

The Language Arts.

Reading. — Study of the dictionary; diacritical marks and pronunciation; study of phonetics for teaching purposes; methods of teaching reading in elementary schools, and frequent practice with classes of children from the model schools. Preparation of reading material for school use.

Rhetoric and English Composition. — Rhetoric is both a science and an art. It is chiefly as a practical art that the subject is presented in this school. Text-books of formal rhetoric are used only for reference. Description, narration, exposition, and argumentation, with the qualities of style appropriate to each, are taught from daily practice in writing, followed by the teacher's criticisms. As language is the expression of ideas, the teacher endeavors to know first that the pupil has clear and correct ideas, and encourages him to express these, not in stereotyped forms, but in the manner best expressive of the writer's individuality. A method of teaching language in elementary schools is presented.

Grammar. — Classification of the parts of speech, phrases, clauses, and sentences by the laboratory method. Analysis of sentences in a simple and natural way. The intricacies and peculiarities of the English language receive no undue attention.

Literature. — A study of some of the literature of the nineteenth century, the purpose being to help the pupil to appreciate and to appropriate the best. The history of literature is taught only in a

subordinate way, to enable the pupil to understand the setting of an author's works. Courses of literature for elementary schools are developed. The telling to children of simple and interesting stories from the poets is practised.

History.

United States History and Civil Polity. — A rapid academic review by the laboratory method of the history of our country from the early discoveries to the present, and of the frame-work of national, state, and municipal government; preparation for teaching by recasting in simple language for telling to children of primary grades stories of the explorers and the biographies of eminent Americans; instruction in the proper use of pictures, globes, and maps, as an aid in the teaching of history; methods of teaching topically in grammar grades; correlation with literature and geography.

Mathematics.

Arithmetic (1). — The ideas of, the expression of, the operations with, and the relations of numbers to one thousand; observation and preparation of appliances; method and practice in teaching; apportioning of the work to grades.

Arithmetic (2). — The continuation and further application of work indicated in preceding paragraph. Plan of work similar.

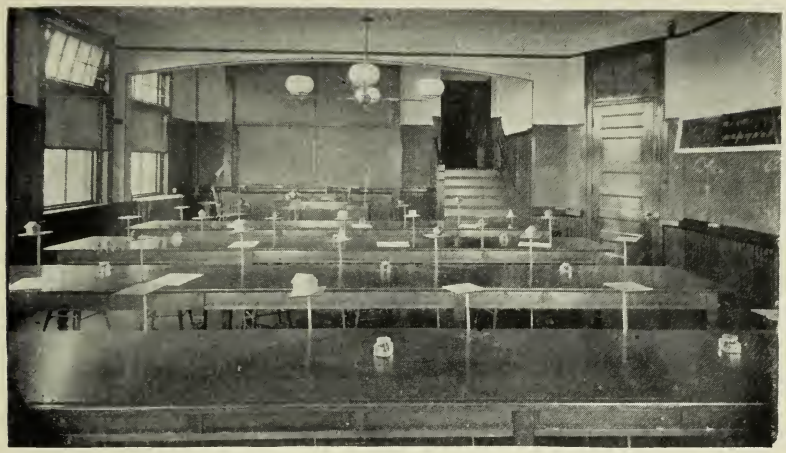
Algebra. — Usual topics preceding quadratics; drill; method and practice in teaching.

Geometry. — Study of lines, angles, surfaces, and volumes, with especial emphasis on the complete analysis of plane figures and volumes as a suitable foundation for work with form and mensuration as adapted to the grades. Such analysis is supplemented by careful representation of varieties through construction or development, and all the work is accompanied by practice in teaching.

Other Subjects.

Drawing. The representation of the appearance of objects; elementary principles of composition; working drawings and developments; simple objects designed with special reference to their beauty and fitness to purpose.

The following topics are studied as parts of the subject of dec-



ROOM FOR DRAWING.

DRAWING DEPARTMENT—ONE OF THE STUDIOS.

CLASSICAL ROOM.

LIBRARY

orative design, to the end that pupils may be able to appreciate and create beauty in color and ornament: —

Color, — names, terms, schemes, harmonies.

Historic styles of architecture and ornament from the Egyptian through the Renaissance.

Plant form and its adaptation in decoration.

The different parts of the subject are considered with reference to their time and place in a public school course. The method used in the development of each subject accords with the method to be followed in public school work. Pupils practise drawing upon the blackboard, that they may gain facility in illustrating all subjects taught.

Throughout the course an effort is made to acquaint the pupils with some of the art treasures of the world, in order to cultivate a taste for and an appreciation of true beauty.

Vocal Music, — *Musical History*. — A rapid review of ancient history, including the music of the Chinese, the Egyptians, and the Hindoos; the influence of the Israelites and the Grecians, the Roman Empire, the part taken by the early Church in fostering the "Divine Art," the advent of the Paris School of Music (the first national school of music), the Gallo-Belgic and the Netherland schools, the rise and decline of Italy's musical prestige, and the birth of our modern music; the Classical School and its masters, the influence of the Germans, the Romantic School, and the growth of musical interests in America.

Harmony, the Grammar of Music. — Intervals, scales, triads, inversion of triads, chords, inversion of chords, harmonizing basses, chords of the dominant seventh, preparation and resolution, cadences and suspensions.

Musical Notation. — No effort will be made to follow any published system of school music, but the rudiments will be studied with especial regard to the needs of public school music, and the pupils will have practical drill in doing (singing) throughout the course. Special attention will be given to individual drill, and those who think they cannot sing will be given the most careful training, by which they will be convinced that they can learn to sing, and their value in the public school room will thus be enhanced.

Chorus Classes. — In chorus classes pains will be taken to acquaint the pupils with the best that the musical world offers.

Manual Training. — Courses in paper-folding, paper-cutting, cardboard work, and whittling, followed by the construction of a specified number of wooden models, embodying a progressive series of exercises with hand tools. The making of working drawings from objects. The grammar school course of wood sloyd, with the working drawings, as arranged by Mr. Gustaf Larsson for the American schools.

Physical Training. — Physical training on the basis of the Ling system of gymnastics.

Practical work in the gymnasium, gymnastic games, squad and class drills conducted by the students.

Theory. — Study of the principles of educational gymnastics and their application in the Ling system.

Teaching. — Observation of children and practice in teaching them.

STATE NORMAL TRAINING SCHOOL.

PROGRAM OF SUBJECTS IN TWO-YEARS COURSE.

Junior Year.

Fall Term.*		Winter Term *		Spring Term.*	
Arithmetic,	2	Arithmetic,	4	Arithmetic,	2
Drawing,	4	Drawing,	4	Botany,	4
English Grammar,†	4	Gymnastics,	2	Drawing,	4
Gymnastics,	2	History of Education,	1	Geography,†	3
History of Education,	1	Music,	2	Gymnastics,	2
Music,	2	Pedagogy,	2	History of Education,	1
Physiology,	4	Physics,	2	Music,	2
Psychology,	2	Psychology,	2	Pedagogy,	1
Zoölogy,	1	Zoölogy,	1	Psychology,	2
	22		20	Zoölogy,	1
					22

Senior Year.

Section A in Training School,‡	–	Section B in Training School,‡	–	Section C in Training School,‡	–
Kindergartners in Kindergarten,	–	Kindergartners in Kindergarten,	–	Kindergartners in Kindergarten,	–
Chemistry, B and C,	3	Child Study, A and C,	2	Chemistry, A,	3
Child Study, B and C,	2	Composition, A, B, and C,§	1	Child Study, A and B,	2
Composition, A, B, and C,§	1	English and General History, C,	4	Composition, A, B, and C,§	1
Geography,† B and C,	3	Geography, A,†	3	English and General History, A and B,	4
Geology and Mineralogy, B and C,	5	Geology and Mineralogy, A,	5	History of United States, B,	4
Literature, A, B, and C,§	1	History of United States, A and C,	4	Literature, A, B, and C,§	1
Manual Training, B and C,	4	Literature, A, B, and C,§	1	Manual Training, A and B,	4
Music A, B, and C,	2	Manual Training, A and C,	4	Mathematics, A and B,	4
School Management, A, B, and C,§	1	Mathematics, C,	4	Music, A, B, and C,	2
		Music, A, B, and C,	2	School Management, A, B, and C,§	1
B,	22	School Management, A, B, and C,§	1		
C,	22			A,	22
		A,	23	B,	23
		C,	23		

* The school year is divided into three terms of thirteen weeks each.
† Junior kindergartners omit English grammar and geography, and substitute history and child study with the seniors.
‡ During the practice term, a pupil is relieved of all work in the normal department except as indicated.
§ Mainly unprepared work.

GRADUATION, DIPLOMAS, AND CERTIFICATES.

The satisfactory completion of any one of the five courses previously described entitles the pupil to receive a diploma or certificate of graduation. Those who for any reason are unable to do all the work of a course will, on application, receive a certificate stating the exact amount of work done. Those who complete Course III. or Course V. receive certificates, not diplomas.

THE STUDY OF CHILDREN.

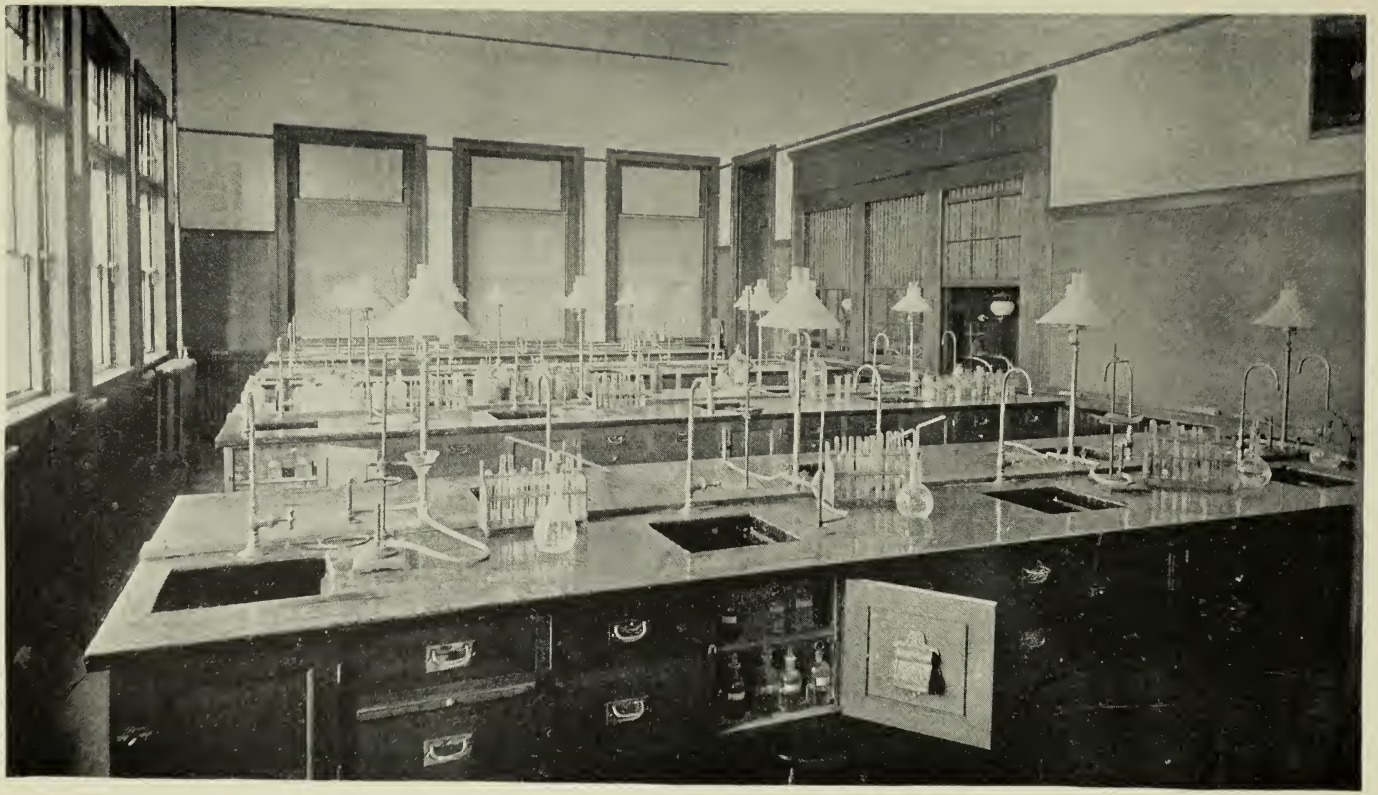
A study of the spontaneous activities of children is a part of the training furnished by this school for the classes in psychology; and for this work large numbers of tests, observations, and compositions are needed from the children of the different grades in the public schools. Among the special studies contemplated for the coming year are children's societies, their interests in reading, collecting instincts, impulsive actions, fatigue symptoms, sense defects, mental and physical abnormalities; and many lists and descriptions of traditional games, observations on social traits, chumming, etc., are desired for the use of our students.

Graduates of the school and others engaged in teaching may cooperate with us by giving the tests and making the observations in their schools and sending us the results at our expense. We shall print from time to time directions for giving these tests, and shall be glad to mail our printed outlines to all graduates and others who will signify their willingness to aid us by communicating with the principal. Some Outlines on Child Study have already been printed, and copies may be had upon application.

DISCIPLINE.

Whoever aspires to the responsible office of teacher should habitually practise self-control. This doctrine furnishes the key to the disciplinary policy of this school. Pupils are treated with confidence, and, to a large extent, the government of the school is left in their hands. Almost no rules are made, but it is the constant effort to create such an atmosphere that adherence to the best ideals shall be easy and natural.

Regular attendance, good behavior, and loyalty to the best



CHEMICAL LABORATORY.

PHYSICAL LABORATORY.

LECTURE ROOM — PHYSICAL SCIENCE.

interests of the school are necessary to successful work, and are expected of all.

The power of suspension for misconduct and of removal from school for failure to do properly the work of the school is lodged in the principal, with an appeal to the Board of Visitors.

TUITION AND EXPENSES.

Tuition, text-books, and supplies are free to residents of Massachusetts.

Each pupil from another State than Massachusetts attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, will be required to pay at the beginning of each half-year session the sum of twenty-five dollars to the principal of the school attended for tuition, except that in the Normal Art School the sum paid to the principal at the beginning of the session by each pupil from another State will be fifty dollars for each half year.

For cost of board, see "Normal Hall," page 32.

STATE AID.

To assist those students who find it difficult to meet the expense of the course, pecuniary aid is furnished by the State in varying sums, though never exceeding $1.50 per week.

Aid is not furnished during the first term of attendance. Applications for this aid are to be made to the principal in writing and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

NORMAL SCHOOL SCHOLARSHIPS AT HARVARD UNIVERSITY.

There are eight scholarships in the scientific school at Harvard University for the benefit of graduates of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free.

The incumbents are originally appointed for one year, on the recommendation of the principals of the schools from which they

have been severally graduated. These appointments may be annually renewed, on the recommendation of the faculty of the scientific school.

NORMAL HALL.

Mrs. Charles B. Wilson, *Preceptress.*

An accurate representation of the dormitory is given in the cut presented. This building is in charge of the principal. Several of the teachers board with the students, and no pains is spared to make the hall comfortable and home-like for the pupils. The educational and social advantages of this common family life are many and important.

Pupils who do not live in Westfield and who do not return to their homes daily are expected to board at the hall. Exceptions are made in favor of those who board with relatives or work for their board in private families.

A library of choice works for general reading, and a pleasant reading-room containing newspapers, the leading magazines, and a variety of periodical literature, are provided for the daily use of the students.

The hall is kept in a good state of repair, is heated throughout with steam, and is illuminated by the Welsbach light. The dining-room has recently been refurnished, and new furniture has been placed in the students' rooms.

Every possible precaution is taken to secure this building from danger by fire. A private fire-alarm box connects the hall with the central fire station of the town, which is situated near by; extinguishers and grenades are provided on every floor; an electric system for alarming pupils has been recently installed; and a watchman patrols every part of the building each hour of the night.

The price of board in each boarding hall connected with the normal schools of the State is $4 per week, or $160 for the school year, payable in advance, as follows: $40 at the beginning of the school year in September; $40 on November 15; $40 on February 1; and $40 on April 15.

The above rates are for those who have room-mates. A limited number of pupils will be allowed to room alone, on payment of the additional charge of twenty-five cents per week.

Rooms are assigned to new pupils in order of application. In

all cases those desiring rooms should notify the preceptress as soon as possible after their admission to the school.

These rates include board, furnished room (except as below), steam heat, gas, and laundry, for such time as the school is in session and for the Thanksgiving recess, but for no other recess or vacation. Pupils whose homes are at a distance may, on permission of the principal, remain at the hall during any vacation, except the long one in the summer, on payment of the additional sum of $4 per week during such vacation. The hall is closed during the summer.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded pro rata, but no deduction will be allowed for the first week of absence.

Each boarder is required to bring towels, napkins, a napkin-ring, and two clothes-bags. Each pupil will need four pillow-cases twenty inches wide, three sheets, and two blankets or their equivalent. All bedding should be suitable for single beds three feet wide. Coverlets and art squares are furnished by the school. The school does not provide curtains, bureau or commode covers.

All articles sent to the laundry must be distinctly marked with the owner's name in indelible ink. INITIALS WILL NOT ANSWER.

Visitors can have good accommodations at $1 per day or $5 per week; dinner, 35 cents; supper or breakfast, 25 cents; lodging, 50 cents.

EMPLOYMENT OF GRADUATES.

The demand for graduates of this school is greater than the supply. During the past year the principal has received many requests for teachers, to which he has been unable to respond.

In the interest of graduates of this school who desire to secure better positions, and of school committees and superintendents who are seeking teachers, the principal requests that former pupils will keep him informed of their addresses and of their wishes for future work. He will keep at his office as complete a directory of graduates as possible, and hopes to be serviceable alike to employers and employed. If alumni sending their addresses will also forward testimonials of success, the principal can act for them more intelligently.

It should be distinctly understood that the principal guarantees no positions, and declines to recommend any teacher whom he does not

personally know to be successful. In all cases, however, he will gladly furnish the names and addresses of all eligible teachers to inquirers, leaving to them the responsibility of investigation and action.

A complete record of all future graduates will be kept, showing their scholarship, training, experience before entering the normal school and in the training schools, and general qualifications for teachers' positions, together with such testimonials of success in teaching as may be filed from time to time. Such data will be considered entirely confidential, and will be accessible only to superintendents and school committees.

GENERAL REMARKS.

The demand of the hour is for professionally trained teachers, and, both for the good of the schools and for their own advantage, all intending teachers are urged to prepare themselves by a special course of training in some school established for the purpose.

Teachers who wish to profit by the regular class-room instruction in any department are invited to join the school temporarily during their vacations and at such other times as may be convenient. An effort will be made during the ensuing year to make the program for Saturday mornings especially interesting to those not connected with the school. Zoölogy, history of education, and literature courses will be offered; all visitors will be welcomed. The school aims to be helpful. No charge will be made for tuition or text-books, and, if reasonable notice is given, they can usually be accommodated at Normal Hall at $4 per week.

This school is always open to the inspection of the public. A cordial invitation is extended to teachers, school committees, and superintendents to visit at their convenience.

For catalogues, specimen examination papers, or any information, address the principal at Westfield.

NAMES OF PUPILS.

GENERAL TWO-YEARS COURSE.

SENIORS.

Allen, Bessie R.,	Westfield.
Allen, Maude E.,	Westfield.
Barlow, Alice R.,	Enfield.
Bromley, Sarah E.,	Russell.
Bush, Clara L.,	Westfield.
Campbell, Lucy A.,	Northfield.
Coburn, Mary E.,	Quinapoxet.
Connor, Maude F.,	Holyoke.
Cronin, Helen B.,	Westfield.
Damon, Harriet C.,	Westfield.
Dodge, Bertha A.,	Dalton.
Douglas, May H.,	Brattleboro, Vt.
Doyle, Ellen S.,	Richmond.
Fisk, Lillian A.,	West Springfield.
Fitzgerald, Anna B.,	Holyoke.
Goddard, Bernice,	Holyoke.
Greaney, Helen F.,	Holyoke.
Greeley, Alice P.,	Holyoke.
Gridley, Florence R.,	Holyoke.
Harrison, Katharine B.,	Ware.
Hatch, E. Grace,	Great Barrington.
Healey, Jennie G.,	Stockbridge.
Howes, Sadie A.,	Holyoke.
Hubener, Virginia R.,	Bloomfield, N. J.
Keough, Eva M.,	Holyoke.
Keife, Adelaide A.,	Westfield.
Kuralt, Bertha A.,	Springfield.
Leahy, Johanna V.,	Holyoke.
Lynch, Mary F.,	Stockbridge.
Maloney, Grace K.,	Hinsdale.
Maybury, Catherine E.,	West Springfield.
McCombe, Anna B.,	Chicopee.
Mitchell, Myrtle E.,	Westfield.
Murphy, Lillian W.,	Holyoke.
Osgood, Carrie B.,	Greenfield.

Parmelee, Jessie A.,	Worthington.
Powers, Esther E.,	Turner's Falls.
Prouty, Ruth D.,	Springfield.
Quill, Minnie F.,	Holyoke.
Rogers, Edith M.,	Springfield.
Saunders, Annie F.,	Westfield.
Sherburne, Anna L.,	West Springfield.
Shea, Katharine E.,	Ware.
Smith, Marion C.,	Amherst.
Tierney, Helen G.,	Westfield.
Van Deusen, Frances E.,	Dalton.
Wellman, Florence M.,	Brattleboro, Vt.
White, Alice G.,	Ludlow.
Wilder, Alice T.,	Springfield.

KINDERGARTEN COURSE.

Seniors.

Bigger, Violet M.,	Russell.
Burke, Helen M.,	Holyoke.
Gurney, Edith M.,	Worthington.
Hillier, Katharine A.,	Hinsdale.
Quilty, Anna R.,	Springfield.
Shallies, Frieda H.,	Springfield.

ONE-YEAR COURSE FOR COLLEGE GRADUATES.

Dyson, Harriet Z.,	Westfield.
Reed, Edith H.,	Westfield.

ONE-YEAR COURSE FOR TEACHERS.

Dickenson, Florence M.,	North Amherst.
Holmes, Bertha,	Chester.
Lyman, Jennie A.,	South Hadley.
Parsons, Lucy M.,	Westfield.
Prout, Elizabeth J.,	Westfield.
Shaw, Edith T.,	Westhampton.
Spear, Harriet E.,	North Amherst.

GENERAL TWO-YEARS COURSE.

Juniors.

Abbe, Florence M.,	Springfield.
Back, Vera E.,	Florence.
Cleary, Katharine A.,	Holyoke.

Curran, Margaret E.,	West Springfield.
Curtis, Rachel S.,	Springfield.
Donahue, Bridget F.,	Holyoke.
Ford, Elizabeth M.,	Springfield.
Friel, Ethel L.,	Easthampton
Garrett, Helen S.,	Springfield.
Greenaway, Margaret J.,	Springfield.
Howard, Stella M.,	Chicopee Falls.
Jacobs, Mabel S.,	Springfield.
Jones, Elizabeth A.,	Chester.
Kennedy, Mary A.,	Westfield.
Kenney, Maude E.,	Buckland.
Mache, Ida F.,	Springfield.
Maloney, Rose E.,	Great Barrington.
Martin, Emily C.,	Amherst.
Martin, Nellie L.,	Westfield.
Moody, Bertha J.,	Holyoke.
Moriarty, Margaret G.,	Holyoke.
Murphy, Gertrude T.,	Fall River.
Nichols, Grace E.,	Wilbraham.
Norris, Julia E.,	Southampton.
O'Connor, Kathleen F.,	Springfield.
Pease, Fannie C.,	Springfield.
Perkins, Marion,	Springfield.
Phinney, Lora S.,	Williamsburg.
Porterfield, Ruth L.,	Holyoke.
Powers, Mary C.,	Southampton.
Randall, Amy L.,	Belchertown.
Robinson, Helen L.,	Hinsdale.
Roche, Jennie C.,	Palmer.
Ryan, Margaret A.,	Hatfield.
Sears, Anna G.,	Plainfield.
Sheehan, Annie F.,	Holyoke.
Smith, Lucy C.,	Amherst.
Streeter, Cora E.,	Ludlow.
Thomas, Miriam G.,	Worcester.
Tiffany, Lulu E.,	Springfield.
Tucker, Mabel B.,	West Springfield.
Tuttle, Harriet L.,	Springfield.
Waldron, Katherine A.,	Great Barrington.
Waters, Mabel E.,	Holyoke.

KINDERGARTEN COURSE.

Juniors.

Baccolini, Virginia G.,	Lee.
Robinson, Julia M.,	Westfield.
Steimer, Mary E.,	Westfield.

SPECIAL STUDENTS.

Bowden, (Mrs.) Mary C.,	Middlefield.
Carter, Florence I.,	Winchendon.
Foster, Ethel E. M.,	Weymouth.
Haney, Cleora R.,	Belfast, Me.
Hurd, Myra I.,	Hadley.
Moseley, Katherine V. R.,	Westfield.
Samuels, Blanche,	Westfield.
Seymore, Ida J.,	Granville.
Sharp, Mabel E.,	Richmond.
Sibley, Allura E.,	Westfield.
Slate, Rhoda S.,	Holyoke.
Strong, Bertha F.,	Deerfield.
Sykes, Lillian R.,	Springfield.
Talmadge, Ellen W.,	Westfield.

SUMMARY.

Seniors in general course,	49
Seniors in kindergarten course,	6
Juniors in general course,	44
Juniors in kindergarten course,	3
One-year course for teachers,	7
One-year course for college graduates,	2
Special students,	14
Total,	125

CALENDAR.

1902.

MARCH 25. Studies of the third program begin.
JUNE 20. Studies of the third program end.
JUNE 24. Graduation of the class of 1902.
JUNE 26 and 27. Entrance examinations (9 A.M.).
SEPT. 9 and 10. Entrance examinations (9 A.M.).
SEPT. 10. Studies of the first program begin.
NOV. 26. School closes for Thanksgiving recess (12 M.).
NOV. 26–DEC. 1 (inclusive). Thanksgiving recess.
DEC. 8. Studies of the second program begin.
DEC. 19. School closes for Christmas recess (4 P.M.).
DEC. 20–DEC. 29 (inclusive). Christmas recess.
DEC. 30. School reopens for winter term (9 A.M.).

1903.

MARCH 20. School closes for spring recess (12 M.).
MARCH 21–MARCH 30 (inclusive). Spring recess.
MARCH 31. School reopens for spring term. Studies of the third program begin.
JUNE 19. Studies of the third program end.
JUNE 23. Graduation of the class of 1903.
JUNE 25 and 26. Entrance examinations (9 A.M.).
SEPT. 8 and 9. Entrance examinations (9 A.M.).